|  |  |
| --- | --- |
| **SRFFIT006B** | **USE AND MAINTAIN CORE FITNESS INDUSTRY EQUIPMENT** |
|  |  |
| FIT | Fitness |

|  |
| --- |
| **DESCRIPTION: This unit has been developed for the Fitness Industry Training Package and covers the knowledge and skills to provide the fitness instructor with basic knowledge and skills to maintain equipment commonly used in the fitness industry, and operate it to manufacturer’s specifications.** |

|  |  |
| --- | --- |
| **ELEMENT** | **PERFORMANCE CRITERIA** |
| **1 Conduct basic maintenance of equipment and facilities of a fitness centre** | 1. Carry out daily, weekly, monthly and annual preventative ***maintenance*** on ***fitness equipment*** 2. Complete ***maintenance logs*** |
| **2 Assist clients in the safe operation of the major types of equipment used in a fitness centre** | * 1. Apply the principles of action and safe method of operation of ***fitness equipment*** supplied by the manufacturer when instructing clients   2. Supervise the use of ***fitness equipment*** by clients to ensure safety |

|  |
| --- |
| **Range Statements**  The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency: |

|  |  |
| --- | --- |
| **RANGE STATEMENT** | **CATEGORIES** |
| **Fitness equipment** | [all categories]   * free weights   + barbells   + dumbells   + frames and upholstery   + ancillary equipment, eg, belts, straps, boards   + racks   + benches   + specialised floor surfaces and/or platforms * pin loaded systems   + lever systems   + variable resistance lever systems   + pulley systems   + cam systems     - rails     - weight stacks     - bearings     - pulleys and cables     - cable connectors     - accessories, eg, bars, straps     - frames and upholstery * hydraulic systems   + hydraulic bleeding   + bearings   + pulleys and cables   + cable connectors   + accessories, eg, bars, straps   + frames and upholstery * air braked systems   + frames and upholstery   + wheels/vanes   + bearings/slides   + cords   + cables/chains   + handles * electronic/cardiovascular systems   + power cords   + motors and moving parts   + control panels   + frames and upholstery * sound systems, including microphones * surfaces   + mirrors   + counter and desk tops   + flooring, eg, carpet, rubber   + mats * aqua equipment   + flotation devices   + resistance devices   + protective devices |
| **Maintenance** | [all categories]   * cleaning * lubrication * reinflation * checking for damage * restocking or refilling |
| **Maintenance logs** | [all categories]  not be limited to   * date * time * maintenance carried out * nature of the fault, if any * repairs carried out, if any * initials of staff undertaking maintenance check |

|  |
| --- |
| **Evidence Guide**  The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements. |

|  |  |
| --- | --- |
| **Critical aspects of evidence to be considered** | * Assessment must confirm the ability integrated demonstration of all elements of competency and their performance criteria, in particular the ability to   + clean to the standard required in the workplace   + follow general maintenance procedures   + report maintenance faults to the standard required in the workplace   + perform basic equipment maintenance to standards required  in the workplace   + conform to relevant occupational health and safety standards |
| **Interdependent assessment of units** | * This unit must be assessed after attainment of competency in the following unit(s)   + Nil * This unit must be assessed in conjunction with the following unit(s)   + Nil * For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)   + Nil |
| **Required knowledge and skills** | * Required knowledge   + Terminology related to fitness equipment * Required skills   + Familiarity with the use of tools required for the basic maintenance of fitness industry equipment, such as spanners, sockets, pliers, screwdrivers, and allen keys. |
| **Resource implications** | * Physical resources — assessment of this competency requires access to   + a real or simulated work environment   + appropriate documentation and resources normally used in the workplace   + a fitness centre environment   + quality exercise gym equipment of a standard common in the fitness Industry   + a real or simulated fitness centre environment   + original relevant equipment operation and maintenance manuals   + basic maintenance equipment such as upholstery cleaning kit, glass cleaning kit and toolbox, ie, socket set, screwdrivers, allen keys, spanners, pliers and lubrication set * Human resources — assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) should   + be competent in this unit but preferably be competent in the unit  at the level above   + be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area   + have attained the National Competency Standards for Assessment: BSZ401A, BSZ402A and BSZ403A |
| **Consistency in performance** | * Due to issues such as safety requirements and delivery of appropriate techniques, this unit of competency must be assessed over a minimum of three (3) different occasions to ensure consistency of performance over the Range Statements and context applicable to the work environment |
| **Context for assessment** | * This unit of competency must be assessed in the context of fitness in Australia. For valid and reliable assessment the fitness activity should closely replicate the work environment. The environment should be safe, with the hazards, circumstances and equipment likely to be encountered  in a real workplace * This unit of competence should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes * Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”,  any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **KEY COMPETENCIES** | | | | | | |
| Collect, Analyse & Organise Information | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2 | 1 | 1 | 2 | 3 | 2 | 2 |
| These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.  The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:   1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches  * **Collecting, analysing and organising information —** * **Communicating ideas and information —** * **Planning and organising activities —** * **Working with teams and others —** * **Using mathematical ideas and techniques —** * **Solving problems —** * **Using technology —**   Please refer to the Assessment Guidelines for advice on how to use the Key Competencies. | | | | | | |